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ABSTRACT

This study profiled the First Time In College (FTIC) freshmen students at Nova Southeastern University (Florida). It was found that for fall term 1997, the university had 442 FTIC freshmen, up from 215 for fall term 1995. Approximately 70 percent of all 1997 FTIC freshmen were female, and nearly 85 percent were permanent residents of Florida. White, non-Hispanic FTIC freshmen were in the majority in the College of Professional and Liberal Studies; black, non-Hispanic students were the most widely represented ethnic/racial group in the College of Career Development. Life sciences was the most frequently identified major for FTIC freshmen in the College of Professional and Liberal Studies, while professional management and elementary education were the most frequently identified majors in the College of Career Development. Nearly all of the FTIC freshmen in the College of Professional and Liberal Studies were full-time students, while nearly half of the FTIC freshmen in the College of Career Development were part-time students. The modal age of FTIC freshmen in the College of Professional and Liberal Studies was 18, while the modal age for FTIC freshmen in the College of Career Development was 30. (Contains 10 references.) (MDM)

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ED 429 483

A PROFILE OF FIRST TIME IN COLLEGE (FTIC) FRESHMEN STUDENTS AT NOVA SOUTHEASTERN UNIVERSITY: FALL TERM 1997

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Report 98-04

May 1998

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EXECUTIVE SUMMARY

For Fall Term 1995, First Time in College (FTIC) freshmen students represented 1.5 percent (N = 215 of 13,941) of all undergraduate and post-baccalaureate Fall Term students at Nova Southeastern University. For Fall Term 1997, the representation of FTIC freshmen students at the University nearly doubled, with FTIC freshmen students representing nearly 2.8 percent (N = 442 of 15,782) of all undergraduate and post-baccalaureate students at the University.

Because of this sudden increase of these students and their possible impact on staffing and student services, this study was conducted to provide an initial audit of FTIC freshmen students. Along with their overall representation in the Farquhar Center for Undergraduate Studies, this study addressed demographic issues such as gender, ethnicity/race, and age, while also focusing on program issues, such as full-time and part-time enrollment status, primary major, and qualification for Florida Resident Access Grant tuition assistance.

Approximately 70 percent of all Fall Term 1997 FTIC student are female, which is in parity with general trends among undergraduate students throughout higher education in the United States. Although White, non-Hispanic FTIC freshmen students were in the majority in the Farquhar Center's College of Professional and Liberal Studies, Black, non-Hispanic students were the most widely represented ethnic/racial group in the College of Career Development.

Nearly 85 percent of all Fall Term 1997 FTIC freshmen students are permanent residents of Florida. Further, nearly two-thirds of all Fall Term 1997 FTIC freshmen students are permanent residents of South Florida's three urban counties: Broward County (52 percent), Dade County (13 percent) and Palm Beach County (2 percent). Less than 8 percent of all Fall Term 1997 freshmen students are from other states in the United States.

The Life Sciences was the most frequently identified major for Fall Term 1997 FTIC freshmen students in the College of Professional and Liberal Studies. In contrast, Professional Management and Elementary Education were the most frequently identified majors in the College of Career Development Nearly all FTIC students in the College of Professional and Liberal Studies were full-time students. However, in the College of Career Development, which specifically offers programs in formats that meets the needs of adult learners, nearly one-half of all FTIC freshmen students were part-time students.

There were also evident age differences between Fall Term 1997 FTIC freshmen students in the two colleges. The modal age of FTIC freshmen students in the College of Professional and Liberal Studies was 18 and the modal age of FTIC freshmen students in the College of Career Development was 30.

- Because of the growing numbers of FTIC freshmen students and their potential need for counseling, career guidance, and on-campus housing, as opposed to the real-dollar costs that the University does not have to incur for upper-level transfer students and off-campus students, it was recommended that the University should carefully monitor the strategic importance of these students to the Farquhar Center for Undergraduate Studies and their possible impact on demands for services, resources, or other aspects of the University's infrastructure. As always, the University needs to give continual attention to optimal sizing of its many constituents.

  It was also recommended that the University conduct a cohort analysis of these students in Fall Term 1998, to determine the number still enrolled at the University. If substantial numbers of these students have left the University, then it may be desirable to work with the Florida Education and Training Placement Information Program (FETPIP), to determine if these students are still enrolled in another educational setting, in the military or employed.

  Further, it was recommended to contact these students in Fall Term 1998 through a survey process, to learn why they selected Nova Southeastern University? It would also be useful to determine their level of satisfaction with the University. Related to this issue, future studies from Research and Planning will address retention of various FTIC cohorts.

  Because part-time undergraduate students are not eligible for tuition assistance through the Florida Resident Assistance Grant, it would also be useful to determine if qualified FTIC freshmen students who are enrolled on a part-time basis know about this program and the fiscal consequences of their part-time enrollment.

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BACKGROUND

Growth of Undergraduate Enrollment at the University

Unlike most comprehensive universities offering a wide selection of undergraduate and post-baccalaureate programs, Nova Southeastern University is one of the few universities in the United States that offered graduate programs before the development of undergraduate programs. Graduate programs were first offered in 1967, but the first undergraduate programs were not offered until December 1971, when the New York Institute of Technology (NYIT) entered into an agreement to offer three Bachelor of Science programs on the University's campus (Self-Study: 1983-85, 1985).

The University did not gain direct control of undergraduate education until 1976, when "the NYIT program and the students pursing degrees in Broward County were transferred to the direct control and supervision of Nova University" (Self-Study: 1983-85; 1985, p. 41). During Fall Term 1976, the University enrolled 1,264 undergraduate students (Nova Southeastern University Fact Book; 1995, p. 38). By Fall Term 1997, enrollment at the undergraduate level reached 4,040 students (Nova Southeastern University Fact Book; 1998, p. 49).

Purpose of This Report

The Farquhar Center for Undergraduate Studies is the academic center responsible for undergraduate education at Nova Southeastern University. The Center is organized into two distinct colleges:

- The College of Professional and Liberal Studies is often viewed as a small college with most classes offered on-campus during the day, for the traditional 18-24 year undergraduate student.

- In contrast, the College of Career Development is structured to meet the needs of the adult learner. Classes are offered during evenings and weekends both on-campus and off-campus at sites throughout Florida and selected international locations.

The purpose of this report is to provide an initial profile of First Time in College (FTIC) freshmen students in these two colleges for Fall Term 1997. A variety of reports have recently

highlighted the importance of FTIC freshmen students in Florida's public institutions (Florida State Postsecondary Education Planning Commission, 1995; Pensacola Junior College Transfer Rate Study, 1990-1996, 1996; Windham, 1994). Although FTIC freshmen students have received a degree of attention from Florida's state institutions, a comprehensive review of the literature failed to identify any relevant recent citations about FTIC freshmen students by Florida's independent colleges and universities. At least for NSU, this report should offer a better sense of FTIC freshmen students.

METHODOLOGY

Operational Definition of First Time in College (FTIC) Freshmen Students

The University is compelled to gather information on First Time in College (FTIC) freshmen students and to report this information in Integrated Postsecondary Education Data System Fall Enrollment Survey 1997, Form EF-1 (1997), part of the series of annual and biennial surveys submitted to the United States Department of Education's National Center for Education Statistics. The Department of Education has gathered statistics on these students throughout the nearly 15-year history of IPEDS survey completion.

Barbet and Korb (1995) reported that, as part of the maturation process associated with annual reporting in higher education, the Higher Education General Information Survey (HEGIS) was replaced by the Integrated Postsecondary Education Data System (IPEDS) in Fiscal Year 1987. As originally identified by Frankel and Kroe (1987, p. 8), when IPEDS surveys replaced HEGIS surveys, this classification included:

> An entering freshman who has never attended any college. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

As identified in Integrated Postsecondary Education Data System Fall Enrollment Survey 1997, Form EF-1 (1997; Glossary, p. 4), this operational definition has only been slightly modified:

> An entering freshman who has never attended any college (or other postsecondary institution). Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

Accordingly, the operational definition of this IPEDS statistic has been fairly stable and it represents an accepted measure of a group of students that is carefully monitored by the Department of Education and in turn actively recruited by many colleges and universities.

Data Request

Anticipating the need for this report, Research and Planning issued a User Project Request to the University's computing center (Memorandum from Tom MacFarland to Mary Harward; November 17, 1997) on data related to Fall Term 1997 First Time in College (FTIC) freshmen students. The request was dated to parallel the identification of FTIC freshmen students in subsequent IPEDS surveys. The data request focused on the following criteria:

- College within the Farquhar Center for Undergraduate Studies
  - College of Professional and Liberal Studies (PALS)
  - College of Career Development (Career)
- Gender
- Ethnicity/Race
- Place of permanent residence
- Enrollment status
  - Full-time
  - Part-time
- Primary major
- Place of class attendance
- Age
- Scholastic Assessment Test (SAT) score (combined Math and Verbal)

It was judged that these criteria would be useful as this first profile of FTIC freshmen students was prepared.

Identification of Fall Term 1997 FTIC Freshmen Students

Originally, the University identified 463 First Time in College (FTIC) freshmen students for Fall Term 1997: 368 full-time students and 95 part-time students. However, it should be recalled from viewing the operational definition of this special group of students that some FTIC freshmen students may enroll in the Fall Term with college credits earned through high school and community college dual enrollment programs, advanced placement courses, or enrollment in the prior summer term. All FTIC freshmen students do not enroll in the Fall Term with zero credits.

The status of these 463 students was carefully reviewed and it was later judged that 21 students were incorrectly classified as FTIC freshmen students since their prior credits did not meet the criteria associated with FTIC freshmen students. Accordingly, this report is based on the later identification of 442 FTIC freshmen students at Nova Southeastern University for Fall Term 1997.

Following along with the special attention given to FTIC freshmen students, during Fall Term 1995 the University reported 215 First Time in College (FTIC) freshmen students (July 1, 1995 to June 30, 1996 Graduates of the James M. Farquhar Center for Undergraduate Studies at Nova Southeastern University Offer Judgment on Their University Experience; 1996, p. 56). Thus, in only two years, the University has increased the representation of FTIC freshmen students by 106 percent. This sudden increase in the representation of FTIC freshmen students at the University is an indication that there needs to be closer scrutiny of these students and their strategic importance to the Farquhar Center for Undergraduate Studies and their possible impact on demands for services, resources, or other aspects of the University's infrastructure.

RESULTS

Approximately 70 percent of all First Time in College (FTIC) freshmen students in the Farquhar Center for Undergraduate Studies are female (Table 1), which is in general parity with current trends among undergraduate students at the University (Demographic Characteristics of Nova Southeastern University Students by Academic Center: 1992 to 1996; 1997, p. 6). However, there was somewhat greater representation of female FTIC freshmen students in the College of Career Development (74 percent female FTIC freshmen students) than the representation of female students in the College of Professional and Liberal Studies (64 percent female FTIC freshmen students).

There were noticeable differences, however, in the ethnicity/race of FTIC freshmen students between the two separate colleges (Table 2):

- In the College of Professional and Liberal Studies, which follows along a somewhat traditional undergraduate delivery format, White, non-Hispanic FTIC freshmen students represented 71 percent of all FTIC freshmen students.

- In contrast, White, non-Hispanic FTIC freshmen students represented only 36 percent of all FTIC freshmen students in the College of Career Development, which is designed to accommodate the adult learner. Black, non-Hispanic FTIC freshmen students represented 37 percent of all FTIC freshmen students in this college, and Hispanic FTIC freshmen students represented 22 percent of all FTIC freshmen students in this college.

Approximately 83 percent of all FTIC freshmen students during Fall Term 1997 were permanent residents of Florida (Table 3), with only minor differences between FTIC freshmen students in the College of Professional and Liberal Studies and FTIC freshmen students in the College of Career Development. However, there were obvious differences in permanent residence among South Florida students in these two colleges (Table 4):

- Approximately 71 percent of all FTIC freshmen students in the College of Professional and Liberal Studies are permanent residents of Broward County.

- In contrast, only 30 percent of all FTIC freshmen students in the College of Career Development are permanent residents of Broward County.

Another distinction between the two colleges in the Farquhar Center for Undergraduate Studies involves the full-time and part-time enrollment status of FTIC freshmen students (Table 5):

- Designed along traditional formats, nearly all FTIC freshmen students in the College of Professional and Liberal Studies are enrolled as full-time students.

- The College of Career Development, however, offers programs in places and times that accommodate the adult learner. As such, it should not be overly surprising that only 53 percent of all FTIC freshmen students in this college are enrolled as full-time students.

This issue of full-time and part-time enrollment status is further presented in Table 6, where breakouts are provided only for FTIC freshmen students with permanent Florida residence. When viewing this table, it should be recalled that Florida Resident Access Grant (FRAG) funding is only provided to permanent Florida residents who are "full-time undergraduate student[s] at an eligible college or university" (*Florida Resident Access Grants*, Section 240.605;

1997). All FTIC freshmen students in the College of Professional and Liberal Studies who are permanent residents of Florida are enrolled in a full-time capacity and are therefore qualified to benefit from this tuition assistance program. In contrast, only 60 percent of all FTIC freshmen students in the College of Career Development who are permanent residents of Florida are eligible for FRAG tuition assistance.

The primary majors of Fall Term 1997 FTIC freshmen students are presented in Table 7. Again, major differences are evident between students in the College of Professional and Liberal Studies and their counterparts in the College of Career Development. Approximately 26 percent of all FTIC freshmen students in the College of Professional and Liberal Studies declared Life Sciences as their primary major and another 12 percent declared a dual major in Life Sciences. The leading declared majors of FTIC freshmen students in the College of Career Development are Professional Management (30 percent) and Elementary Education (25 percent).

Clear differences between students in the two colleges are also evident in terms of place of class attendance (Table 8). The College of Professional and Liberal Studies is a resident program on the University's Davie Campus in Broward County. The College of Career Development, however, is offered at sites throughout Florida and selected international locations. Approximately one-third of all FTIC freshmen students in the College of Career Development attended classes at a cluster location other than South Florida's three urban counties: Broward County, Dade County, and Palm Beach County.

Differences based on the age of FTIC freshmen students are also clearly evident between FTIC freshmen students in the College of Professional and Liberal Studies and FTIC freshmen students in the College of Career Development. As indicated in Table 9, the modal age of FTIC freshmen students in the College of Professional and Liberal Studies was 18 and the modal age of FTIC freshmen students in the College of Career Development was 30.

Scholastic Assessment Test (SAT) scores for FTIC freshmen students in the College of Professional and Liberal Studies are presented in Table 10. The SAT score (combined Math and Verbal scores) for these students was 1,060. Comparable scores for FTIC freshmen students in the College of Career Development are not presented since SAT scores are not required for program acceptance in this college.

SUMMARY

For Fall Term 1995, FTIC freshmen students represented 1.5 percent of all undergraduate and post-baccalaureate Fall Term students at Nova Southeastern University (July 1, 1995 to June 30, 1996 Graduates of the James M. Farquhar Center for Undergraduate Studies at Nova Southeastern University Offer Judgment on Their University Experience; 1996, p. 56). For Fall Term 1997, the representation of FTIC freshmen students at the University nearly doubled, with FTIC freshmen students representing nearly 2.8 percent of all undergraduate and post-baccalaureate students at the University (Independent Colleges and Universities of Florida Fact Book, 1998).

Because of this sudden increase of these students and their potential impact on staffing and student services, it would be useful to go beyond this audit of FTIC freshmen students and query students to learn more about their motivation for attending the University. Although the University's Farquhar Center for Undergraduate Studies accepts students from throughout the United States and other countries, over two-thirds of all Fall Term 1997 FTIC freshmen students are permanent residents of Broward County (51.6 percent), Dade County (12.9 percent), and Palm Beach County (2.0 percent). It would be very helpful to know why these South Florida-based students selected attendance at an independent institution that charges $10,060 in annual undergraduate tuition and fees, when a comparable education could be gained at a local State university or community college for one-fourth, or less, of this annual tuition.

- Is the perceived quality of student life at the University for FTIC freshmen students so attractive that these students are willing to pay an extra $7,500 annually to attend NSU, compared to the annual cost of tuition at State institutions? What aspects of student life draw these students to an independent university?

- Is the perceived academic quality of courses offered by the University for FTIC freshmen students so superior that these students are willing to pay an extra $7,500 annually to attend NSU, compared to the annual cost of tuition at State institutions? How do these students judge the curriculum and faculty prior to enrollment?

- Is the location of the University and/or, the perceived convenience of class attendance, or small class size the compelling reasons why these students are willing to pay an extra $7,500 annually to attend NSU? These three items received very high ratings in prior queries of Farquhar Center students (July 1, 1995 to June 30, 1996 Graduates of the James M. Farquhar Center for Undergraduate Studies at Nova Southeastern University Offer Judgment on Their University Experience; 1996, p. 24).

Further, it would be useful to know why the out-of-state FTIC freshmen students selected Nova Southeastern University over other universities. How did these students differentiate between the University's academic and social reputation as opposed to their judgment of other competing universities?

Finally, it would be useful to know more about the number of Nova Southeastern University' employees who are also FTIC freshmen students at the University. (Based on prior unpublished studies, approximately 20 percent of all University employees take advantage of the employee benefit of free or reduced tuition-assistance). These employees/students are not only able to attend classes on a full-time basis, with all tuition payments assumed by the University, but they are also able to receive financial aid, if qualified. Because of the tuition implications of these employees/students, it may be useful in future studies to segregate these individuals from their FTIC freshmen counterparts who do not receive University-paid tuition benefits.

RECOMMENDATIONS

To learn more about the growing number of First Time in College (FTIC) freshmen students at the University, it would be helpful to implement a series of further analyses, including:

1. Soon after the beginning of Fall Term 1998, a cohort analysis of Fall Term 1997 FTIC freshmen students should be conducted to determine the number still enrolled at the University. If substantial numbers of these students have left the University, then it may be desirable to work with the Florida Education and Training Placement Information Program (FETPIP), to determine if these students are still enrolled in another educational setting, in the military or employed (Windham; 1994, p.1).

2. After a year's experience with the University, it would also be useful to contact these students through a survey process, to learn:

   - From all of the regionally accredited institutions in South Florida, why did they selected Nova Southeastern University?

   - What is their level of satisfaction with the University?

   Research and Planning has on hand a series of surveys related to these questions.

3. Part-time undergraduate students are not eligible for tuition assistance through the Florida Resident Assistance Grant. Do FTIC freshmen students who are enrolled on a part-time basis know about this program and the fiscal consequences of their part-time enrollment?

Because of the rapidly expanding number of FTIC freshmen students, it is in the University's interest to carefully monitor these students. Overall, as their numbers increase, they could have a major impact on demands for additional counseling, career guidance, and on-campus housing. Although it may be desirable for the University to increase the number of FTIC freshmen students in its traditional undergraduate program, these students come to the University with real-dollar costs that the University does not have to assume for upper-level transfer students and off-campus students. As always, the University needs to give continual attention to the optimal sizing of its many constituents.

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Table 1

Gender of First Time in College (FTIC) Freshmen Students at Nova Southeastern University During Fall Term 1997: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

	PALS		Career		All FTIC Students	
Gender	N	%	N	%	N	%
Female	147	63.6	153	73.6	300	67.9
Male	84	36.4	54	26.0	138	31.2
Unidentified	0	0.0	1	0.4	4	0.9
TOTAL	231	100.0	208	100.0	442	100.0

Note. The primary degree level (College of Professional and Liberal Studies and College of Career Development) was unidentified for three FTIC students.

Table 2

Ethnicity/Race of First Time in College (FTIC) Freshmen Students at Nova Southeastern University During Fall Term 1997: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

	PALS		Career		All FTIC Students	
Ethnicity/Race	**N**	**%**	**N**	**%**	**N**	**%**
American Indian	1	0.4	1	0.5	2	0.5
Asian or Pacific Islander	15	6.5	0	0.0	15	3.4
Black, non-Hispanic	16	6.9	77	37.0	93	21.0
Hispanic	35	15.2	46	22.1	81	18.3
White, non-Hispanic	164	71.0	75	36.1	239	54.1
Unidentified	0	0.0	9	4.4	12	2.7
TOTAL	231	100.0	208	100.0	442	100.0

Table 3

Permanent Residence by State of First Time in College (FTIC) Freshmen Students at Nova Southeastern University During Fall Term 1997: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

	PALS		Career		All FTIC Students	
State	N	%	N	%	N	%
California	1	0.4	1	0.5	2	0.5
Connecticut	2	0.9	0	0.0	2	0.5
Florida	192	83.1	176	84.6	368	83.3
Illinois	1	0.4	0	0.0	1	0.2
Indiana	3	1.3	0	0.0	3	0.7
Kentucky	1	0.4	0	0.0	1	0.2
Massachusetts	1	0.4	0	0.0	1	0.2
Maryland	1	0.4	0	0.0	1	0.2
Michigan	0	0.0	1	0.5	1	0.2
Minnesota	1	0.4	0	0.0	1	0.2
New Hampshire	1	0.4	0	0.0	1	0.2
New Jersey	5	2.2	0	0.0	5	1.1
New York	8	3.5	0	0.0	8	1.8
Pennsylvania	4	1.7	0	0.0	4	0.9
Rhode Island	1	0.4	0	0.0	1	0.2
Tennessee	0	0.0	1	0.5	1	0.2
Wisconsin	1	0.4	0	0.0	1	0.2
Unidentified	8	3.5	29	14.0	40	9.1
TOTAL	231	100.0	208	100.0	442	100.0

Table 4

Permanent Residence by South Florida Status of First Time in College (FTIC) Freshmen Students at Nova Southeastern University During Fall Term 1997: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

South Florida Permanent Residence	PALS		Career		All FTIC Students	
	N	%	N	%	N	%
Broward County	165	71.4	63	30.3	228	51.6
Dade County	13	5.6	44	21.2	57	12.9
Palm Beach County	2	0.9	7	3.4	9	2.0
Other Florida County	12	5.2	62	29.8	74	16.7
Other State	31	13.4	3	1.4	34	7.7
International	0	0.0	29	13.9	29	6.6
Unidentified	8	3.5	0	0.0	11	2.5
TOTAL	231	100.0	208	100.0	442	100.0

Table 5

Full-Time and Part-Time Status of First Time in College (FTIC) Freshmen Students at Nova Southeastern University During Fall Term 1997: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

	PALS		Career		All FTIC Students	
Status	N	%	N	%	N	%
Full-Time	230	99.6	110	52.9	340	76.9
Part-Time	1	0.4	98	47.1	99	22.4
Unidentified	0	0.0	0	0.0	3	0.7
TOTAL	231	100.0	208	100.0	442	100.0

Table 6

Full-Time and Part-Time Status of First Time in College (FTIC) Freshmen Students at Nova Southeastern University During Fall Term 1997 for Permanent Residents of Florida: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

Status of Permanent Florida Residents	PALS		Career		All FTIC Students with Permanent Florida Residence	
	N	%	N	%	N	%
Full-Time	192	100.0	106	60.2	298	81.0
Part-Time	0	0.0	70	39.8	70	19.0
Unidentified	0	0.0	0	0.0	0	0.0
TOTAL	192	100.0	176	100.0	368	100.0

Note. Florida Resident Access Grant (FRAG) funding is only provided to undergraduate students who are permanent residents of Florida and who are enrolled in a full-time capacity.

Table 7

Primary Major of First Time in College (FTIC) Freshmen Students at Nova Southeastern University During Fall Term 1997: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

Primary Major		PALS		Career		All FTIC Students	
		N	%	N	%	N	%
0251	Certification	0	0.0	1	0.5	1	0.2
0320	Early Childhood	0	0.0	7	3.4	7	1.6
0365	Liberal Arts	1	0.4	0	0.0	1	0.2
0370	Ocean Studies	14	6.1	0	0.0	14	3.2
0372	Life Sciences	59	25.5	0	0.0	59	13.3
0401	Psychology	13	5.6	16	7.7	29	6.6
0409	General Studies	0	0.0	1	0.5	1	0.2
0420	Professional Management	0	0.0	63	30.3	63	14.3
0422	Accounting	8	3.5	1	0.5	9	2.0
0426	Business Administration	31	13.4	8	3.8	39	8.8
0429	Administrative Studies	0	0.0	7	3.4	7	1.6
0442	Exceptional Education: Varying Exceptional	1	0.4	14	6.7	15	3.4
0443	Exceptional Education: Emotionally Handicapped	0	0.0	1	0.5	1	0.2
0445	Exceptional Education: Special Learning Disabilities	0	0.0	1	0.5	1	0.2
0446	Secondary Social Studies	2	0.9	0	0.0	2	0.5
0447	Secondary English	1	0.4	0	0.0	1	0.2
0448	Secondary Math	1	0.4	1	0.5	2	0.5
0451	Elementary Education	9	3.9	51	24.5	60	13.6

Table 7 (Continued)

Primary Major of First Time in College (FTIC) Freshmen Students at Nova Southeastern University During Fall Term 1997: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

Primary Major		PALS		Career		All FTIC Students	
		N	%	N	%	N	%
0463	Computer Science	3	1.3	4	1.9	7	1.6
0466	Computer Information Systems	3	1.3	4	1.9	7	1.6
0475	Legal Studies	10	4.3	0	0.0	10	2.3
0485	Legal Assistant Studies	0	0.0	19	9.1	19	4.3
0490	Undeclared Major	33	14.3	4	1.9	37	8.4
B401	Science and the Law	1	0.4	0	0.0	1	0.2
B425	Sports and Wellness Management	8	3.5	0	0.0	8	1.8
B440	Hospitality Management	0	0.0	1	0.5	1	0.2
C435	Substance Abuse Studies	0	0.0	1	0.5	1	0.2
C459	Child Development Associate	0	0.0	1	0.5	1	0.2
C476	Paralegal Studies	0	0.0	1	0.5	1	0.2
D365	Liberal Arts Dual Enrollment	1	0.4	0	0.0	1	0.2
D370	Ocean Studies Dual Enrollment	1	0.4	0	0.0	1	0.2
D372	Life Sciences Dual Enrollment	28	12.1	0	0.0	28	6.3
D401	Psychology Dual Enrollment	2	0.9	0	0.0	2	0.5
D475	Legal Studies Dual Enrollment	1	0.4	0	0.0	1	0.2
X411	Provisional Applied	0	0.0	1	0.5	1	0.2
	Unidentified	0	0.0	0	0.0	3	0.7
	TOTAL	231	100.0	208	100.0	442	100.0

Table 8

Place of Class Attendance of First Time in College (FTIC) Freshmen Students at Nova Southeastern University During Fall Term 1997: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

Place of Class Attendance	PALS		Career		All FTIC Students	
	N	%	N	%	N	%
South Florida	231	100.0	127	61.1	358	81.0
Broward County	231	100.0	88	42.3	319	72.2
Dade County	0	0.0	32	15.4	32	7.2
Palm Beach County	0	0.0	7	3.4	7	1.6
Other Florida Clusters	0	0.0	48	23.1	48	10.9
Bonita Springs	0	0.0	9	4.3	9	2.0
Clearwater	0	0.0	1	0.5	1	0.2
Daytona Beach	0	0.0	1	0.5	1	0.2
Gainesville	0	0.0	1	0.5	1	0.2
Jacksonville	0	0.0	8	3.8	8	1.8
Ocala	0	0.0	7	3.4	7	1.6
Orlando	0	0.0	10	4.8	10	2.3
Tallahassee	0	0.0	3	1.4	3	0.7
Tampa	0	0.0	8	3.8	8	1.8
International	0	0.0	29	13.9	29	6.6
Jamaica	0	0.0	13	6.3	13	2.9
Bahamas	0	0.0	13	6.3	13	2.9
Panama	0	0.0	3	1.4	3	0.7
Unidentified	0	0.0	4	1.9	7	1.6
TOTAL	231	100.0	208	100.0	442	100.0

Table 9

Age of First Time in College (FTIC) Freshmen Students at Nova Southeastern University During Fall Term 1997: Breakouts by College of Professional and Liberal Studies (PALS) Students and College of Career Development (Career) Students

Age	PALS	Career	All FTIC Students
N	231	208	439
Mode	18	30	18
Median	18	31	19
Mean	18.7	31.9	25.0
SD	3.6	8.9	9.4

Table 10

Scholastic Assessment Test (SAT) Score of First Time in College (FTIC) Freshmen Students at Nova Southeastern University During Fall Term 1997: College of Professional and Liberal Studies (PALS) Students

Combined Math and Verbal SAT Score	PALS	Career
N reporting SAT scores	178	n/a
Mode	1,040	n/a
Median	1,060	n/a
Mean	1,054	n/a
SD	118.4	n/a

Note. Applicants to the College of Career Development are not required to submit SAT scores for program acceptance. SAT scores were not reported in the University's Student Information System for 53 of the 231 PALS FTIC students.